REVIEW TEAM REPORT OF FINDINGS

Thomas College

Waterville, Maine

Educator Preparation Programs
RENEWAL OF PROGRAM APPROVAL

On-Site Visit: October 5th - 8th, 2014

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I. **Introduction**:

This report is based upon evidence found through a review of Thomas College's self study, exhibits and student artifacts placed in the team's work room, a campus tour, and information gathered through multiple interviews, school visits, and classroom observations that took place during the on-site visit that occurred October 5th through October 8th, 2014.

Thomas College was founded in 1894 as a nonsectarian college dedicated to career training and has steadily increased the types and diversity of its program offerings since that time. Thomas College is currently one of a handful of colleges nationwide that offer students guaranteed job placement as part of it programs. The campus is located in Waterville, Maine. The college offers associate, baccalaureate and graduate degrees in a variety of fields.

Thomas College enrolls approximately 795 students in it various programs. Since 2009 the college has grown enrollments from 672 to 795 students and has carried out a very successful capital campaign raising more than 12 million dollars. Thomas has expanded its infrastructure by building a new Academic Center, which provided room for expansion of the library, classroom space and faculty offices. It has also recently completed the construction of a new dormitory for student housing. As the campus has grown it has expanded its offerings in teacher education as part of that mission.

From the Thomas College Self-Study report:

> "The transformation of the College's facilities is mirrored by the change in academic mission and focus. With the benefit of a new mission statement adopted in 2003, the College has steadily expanded its academic programs, developed new majors, and added new faculty. Where once business programs were the sole focus of the College, by 2013 enrollment is now equally divided between business programs and non-business majors."

Currently Thomas College has 85 students in their education programs, which represents 11% of the total population of the college. Of that total, 67% are enrolled in the elementary education, 27% are enrolled in Early Childhood Education and 6% are enrolled in Secondary Education.

The state team reviewed baccalaureate degree programs leading to Maine certification in:

- Elementary Education
- Early Childhood Education – (B-5 and K-3)
- Secondary Education – (English and Social Studies)

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II.   Summary of the Unit's Conceptual Framework

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework(s) provides the bases that describe the unit's intellectual philosophy, which distinguishes graduates of one unit from those of another.

The review team found through the evidence provided in the exhibits, as well as, through our interviews with faculty, students and area teachers that the Thomas College's Education Programs are grounded in its Conceptual Framework, that this framework is shared with multiple stakeholders and can be seen throughout all of their programs. The framework is developed around three core concepts:

First, Thomas College's conceptual framework is fashioned around the concept of standards-based pedagogy, which includes academic programs based on the Maine Standards for Beginning Teachers, as well as, foundational coursework that supports standards-based alignment when candidates are planning educational experiences, the associated assessment practices and the use of technology in classrooms.

Second, the Conceptual Framework talks about the importance of reflective practice on the part of teacher education candidates and emphasize the social nature of learning.   It states that:

 "Thomas teachers – to include faculty and students – are reflective practitioners. They use the tools of inquiry, their knowledge not only of content but also of human growth and development, and then combine these skills with a constructivist approach to the creation of understanding, and learning in order to build classrooms where all students are challenged, and all student can learn"

And thirdly, the framework stresses the role of constructivist theory in its programs, stating, "…. that students are involved in gaining not only content knowledge, but the ability to create rich, developmental appropriate learning environments that support and scaffold a student's learning."

The review team found evidence through our visits with student teachers and their mentors that these three core areas of the conceptual framework where well represented in the student teaching process. It also found that the multiple stakeholders in the student teaching process were aware of the framework and that it represented the nature of a "Thomas College student teacher."

The team found that the basic tenets of the framework were evidenced in the coursework, the student body, and in the partner schools.

Candidate Proficiencies

UNIT STANDARD ONE: Pre-Service Candidate, In-Service Teacher, School Building Administrator, and District Level Administrator – Performance, Knowledge, and Disposition Standards

> *Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and abilities necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.*

The curriculum for educators must prepare candidates for the areas in which they will seek certification in accordance with the requirements specified in Maine Department of Education regulation Chapter 115: Certification of Education Personnel: Standards and Procedures.

Standard 1.1: Learner Development

The teacher understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Thomas College's Education Program offers a broad liberal arts foundation for education candidates in three areas: Early Childhood Education (ECE), Elementary Education (EE), and Secondary Education (SE). Candidates entering the teacher education program follow a sequence of courses that begin with learning about content and relevant theories of development and learning, including cognitive, linguistic, social, emotional, and physical; theories of learning; and designing learning activities that are developmentally appropriate and challenging. Theoretical learning transitions into practice as candidates progress through the program was evidenced by the required sequence of courses and reinforced by b oth candidates and faculty in the program. These principles are introduced in *Foundations of Education (ED 122),* which is required of all education candidates. This theoretical foundation is reinforced in later semesters and culminates in their *Advanced Field Experience (ED 338)* and *Student Teaching (ED 445/6/7),* where candidates must link theory-to-practice and practice-to-theory. Student portfolios reflect these important links.

Education faculty stress real-world problem solving based on the principles of reflective practice combined with an emphasis on principles of constructivist learning. This philosophy was clearly articulated by faculty and candidates alike and is evidenced in course syllabi. From the syllabi, candidates develop and integrate the central concepts, tools of inquiry, and structures of the core disciplines in their class work and student teaching experiences. *The Early Field Experience (ED 129)* is an opportunity to witness these concepts in practice. Understanding

individual differences and students with special needs are covered in *Educational Psychology (ED 232)* and *Teaching Students with Exceptional Needs in the Regular Classroom (ED 322).*

This Standard Is Met

Standard 1.2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

All candidates in the program are introduced to multiple perspectives of individual differences in *Foundations of Education (ED 122),* and a more in depth understanding is gained in *Educational Psychology (ED 232).* As evidenced in course syllabi and conversations with candidates. Candidates are required to discuss issues involving individual differences and write reflective essays on these issues. These courses, along with the *Advanced Field Experience (ED 338)* provide the teacher candidate with the opportunity to incorporate diversity into their instructional planning, teaching, and assessment, and to receive feedback from supervising teachers in the field.

This Standard Is Met

Standard 1.3: Learning Environments

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

All candidates entering the teacher education program are introduced to collaborative learning environments from the first year. All candidates must take *Foundations of Education (ED 122)*, which is offered as one section thus, permitting candidates can begin building a sense of community with their peers. *Educational Psychology (ED 232)* adds further to this community building and sense of collaborative learning through teaching various learning approaches and by the instructor's team teaching the course. This is a point, which several candidates commented on as being very beneficial to their learning and understanding of the concepts.

Program faculty reinforced the collaborative nature of the program and, as evidenced in course syllabi and group work, is a prominent part of most education courses.

This Standard Is Met

Standard 1.4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

As evidenced in program overviews, candidates in their first field experience (ED 129 a 30-hour classroom placement) assist their supervising teacher with content learning. This is accomplished through working one-on-one with students and delivering small group instruction. All education candidates must take *Teaching Process and Curriculum Design (ED 124)* where they develop a unit of curriculum integrating content. These concepts are reinforced in *Educational Psychology (ED 232),* which involves independent research and inquiry. Interviews with candidates highlighted the spiraling nature of the curriculum as these concepts were also addressed in their methods courses where they practiced concepts and developed instructional activities.

Candidates in the Secondary Education program combine their educational course work with content courses in either English or Social Studies. Candidates in secondary education social studies take *American National Government (PS 213)*; *World Geography (HG 227);* the U.S. History sequence (HG 321 and HG 322); and *Macroeconomics (EC 212)*.

Elementary education candidates seeking certification in English complete *Introduction to Literature (EH 221)* in their second year. Other courses include: *Modern American Literature (EH 337); and American Romanticism and Realism (EH 336)*; *Classics of British Literature (EH 333).* Candidates can then select from other literature and writing courses as electives.

Standard Is Met

Standard 1.5: Innovative Applications of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

As evidenced in course syllabi, discussions with candidates and faculty, candidates have multiple opportunities to interact with faculty and other students outside the education program. All secondary education candidates take *Experiencing Diversity ED/SY 125*, which is a cross-listed course. In this course, candidates are required to write reflectively on issues such as, diversity, culture, and multiculturalism. Since the course is cross-listed it introduces candidates to perspectives outside the education program. Another example, is the cross listed course *The Nature of Intelligence ED/PSY 299*, which introduces candidates to different perspectives on intelligence. Candidates in all education programs must take *Educational Psychology (ED 232),* a course, which highlights multiple approaches to engaging learners.

This Standard Is Met

Standard 1.6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's on-going planning and instruction.

As evidenced in course syllabi, assessment is covered in three courses *(ED 315, 124, 232)* but in analyzing the available course syllabi, and the available portfolios, there does not

seem to be a systematic approach to the development of sound assessment practice such as establishing different aspects of validity, calculating or utilizing scores of reliability, or clearly crafting rubrics to measure student achievement in specific Common Core State Standards. However, in talking to alumni, and in conversations with cooperating teachers working with Thomas student teachers, there is evidence that graduates and alumni do have the skill and knowledge necessary to craft effective assessments. In direct observation of student teachers it was found that they utilized summative assessments extremely well.

Recommendation:

In light of the increasing need for sound assessment strategies within competency-based education, which all Maine schools will participate in by 2020, the Thomas Education Program should take steps to evaluate the candidates to ensure that they have sound foundational knowledge of assessment strategy, assessment item construction (objective and performance), assessment data management, and assessment data analysis as it relates to student progression towards competency in specific learning outcomes. Additionally, assessment development and application should be clearly incorporated into course goals.

This Standard Is Met

Standard # 1.7: Planning for Instruction

The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

As evidenced by course syllabi and discussions with faculty, candidates, and the Provost candidates are introduced to the professional requirements of teaching early in their career at Thomas. These requirements are interspersed throughout the program. For example, beginning in the candidates' first field experience (ED 129), where candidates assist their supervising teacher with content learning during their 30-hour classroom placement.

This is reinforced in *Teaching Process and Curriculum Design (ED 124)* where candidates develop lesson plans and link them to content standards. Lesson planning continues in content area courses, e.g., *Methods of Teaching Science (ED 325),* where candidates plan science units; *Methods of Teaching Language Arts (ED 317),* where candidates develop several lessons; and in *Methods of Teaching Social Studies (ED 326)*, where candidates develop a unit that actively engages students in problem-solving, analysis, interpretation and representation. These activities are put into practice during their *Advanced Field Experience (ED 338),* where candidates must plan and teach a science lesson.

This Standard Is Met

Standard # 1.8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

The Education Program has a strong commitment to constructivist approaches to teaching and learning. This was readily apparent in discussions with candidates, faculty, and witnessed in classroom observations. Candidates take *Teaching Process and Curriculum Design (ED 124),* where they learn a variety of instructional strategies. Instruction is not confined to teacher-student interactions, but also includes learning how to use technology to deliver instruction. Candidates take *Introduction to Computer Applications (CS 115),* where candidates are taught to use technology for teaching. These different instructional approaches are evidenced in candidate portfolios.

<u>This Standard Is Met</u>

Standard #1.9: Reflection and Continuous Growth

The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

As evidenced in the *Conceptual Framework*, reflective practice is at the core of the program's philosophy. As mentioned in their self-study report " Education faculty identify that *Reflection involves the critical analysis of what we are doing, why we are doing it, and the resulting effects of our decision." Reflection is therefore a deliberate, conscious focus throughout a student's time at Thomas.*"

This philosophy was evidenced in our discussion with the President, Provost, faculty, and candidates. It is also covered in a variety of courses and exercises. All candidates begin by taking *Foundations of Education (ED 122),* where candidates are required to write weekly reflective papers and to develop personal philosophy of teaching and learning. Candidates revisit and modify their philosophies as they progress through the program. In the *Preparation for Field Experience (ED 128),* candidates revisit their philosophies in the contexts of classroom management and behavior management programs. Candidates keep journals during their field experiences. Reflective practice continues in their methods courses: *Methods of Teaching Science (ED 325)*, where candidates reflect on their science lessons and the influence it has on students; *Teaching Reading in the Elementary School (ED 316)*, candidates write reflectively on readings and classroom observations throughout the semester; and in *Methods of Teaching Language Arts (ED 317),* candidates reflect on their instruction and those of their classmates through discussion and writing; candidates in *Methods of Teaching Social Studies (ED 326)*, candidates write reflective bi-weekly papers; and all candidates in *Advanced Field Experience (ED 338)* and all internship candidates working in the field e.g., *Student Teaching (ED 445/6/7) and Senior Seminar (ED 448)*, keep reflective journals and must show how they connect theory to practice. Finally, candidates must show how their work in the classroom demonstrates meeting one or more of the *Common Core Teaching Standards*. This work is evidenced in student portfolios.

<u>This Standard Is Met</u>

Standard # 10: Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

As evidenced in course syllabi, classroom observations, and in discussions with faculty and candidates, all education candidates are introduced to collaboration at the beginning of the program. In *Introduction to Computer Applications (CS 115),* candidates work in teams; in the *Teaching Process and Curriculum Design (ED 124),* candidates spend half the semester in collaborative groups planning units of instruction; *Educational Psychology (ED 232)* is team-taught to model how teachers can work together to deliver lessons. Candidates are encouraged to collaborate as they progress through the program and address the *Common Core Teaching Standards*. Candidates enrolled in *Student Teaching (ED 445/6/7)* and *Senior Seminar (ED 448)*, attend IEP meetings, parent conferences, and other teachers meetings. While not required of candidates, faculty encourage candidates to attend and participate in local educational conferences and to consider joining the local chapters of the *National Association of the Young Child (ECE)*, the *Student Educational Association in Maine*, in order to more fully participate as members of the teaching profession.

This Standard Is Met

Standard # 1.11: Technology Standards for Teachers - (NETS•S)

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

As evidenced in class observations as well as in discussions with the President, Provost, faculty, and individual program candidates, technology and its uses are infused throughout the campus and the Education Program. As part of each program, all candidates must complete a computer science course *Introduction to Computer Applications (CS 115)*. A section of this course is specifically designed to meet the needs of future teachers. In *Preparation for Field Experience (ED 128)* candidates learn how to design electronic portfolios according to the *Maine Common Core Teaching Standards*. In *Computers Across the Curriculum (ED 245),* the entire course is focused on the integration of technology into lesson planning. Candidates learn strategies aimed at accommodating a variety of learning styles with technology. The education program currently has 25 iPads for classroom use and according to discussions with faculty there are plans to purchase an additional 25.

Thomas College has made a concerted effort to ensure the campus' technology needs are met and sustained. All classrooms are equipped with laptops and an overhead projector. The campus is equipped with Wi-Fi and each faculty is equipped with the device of his/her choice. All faculty, staff and candidates are provided with a suite of applications, including Microsoft office, and all courses are automatically equipped with a Moodle online site for online and

hybrid course applications. These suites are provided at minimal cost (e.g., $10.00 for each license). There are computer labs on campus, and the library is fully equipped with computers.

Commendation:

The commitment to equipping candidates with the latest technology used in schools deserves special commendation and is indicative of the College's commitment to putting students first.

This Standard Is Met

Unit Standard 2: Unit Assessment and Evaluation System

> ***The unit has an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on unit operations to evaluate and improve the unit and its programs.***

Findings:

Thomas College has an established assessment system that reflects professional and state standards. This system is evaluated regularly within the professional community via the Department of Education, and there is evidence of a great deal of communication and collaboration between the Education Faculty and partner teachers in the community, though a formal review of the program by professional community members via an advisory board or formal surveys is not currently used.

The programmatic assessment system utilizes data housed in a locally designed database that is accessed via a secured intranet. This data management system provides readily available reports of student progression (e.g., Thomas College GPA, course grades, attendance, Praxis performance, SAT scores, High School GPA, etc.) and also provides real-time degree audit. Candidates may also access a great deal of information on this system, including their own degree audit, PRAXIS information, and other information required for course registration. Provided that Thomas College retains the support staff required to maintain and refine the current system as future need arises, the data management system in place is, and will continue to be, an exceptional benefit to all Education advisors and Education candidates. This data is routinely utilized in the evaluation of Candidate progression at multiple gateway opportunities and allows for both programmatic assessment and individual student intervention. As the candidate population grows in the Early Childhood, Secondary English and Social Studies programs, efforts should be made to analyze the data for each program separately to identify any unique needs within individual programs. (This type of analysis has not been conducted as of yet due to the small numbers involved within these newer programs.)

Additional evidence exists that Thomas College gathers and utilizes data to improve programs. A student satisfaction survey is administered on a regular basis and the results are analyzed by faculty and staff, and minutes of the meetings of the Thomas College Diversity

Committee, on which the Education Program is represented, show that data analysis was used in evaluating the quality of the diversity activities and initiatives.

There are no additional acceptance requirements for the Teacher Preparation Program over the established Thomas College entrance requirements. However, all admission data is housed in the data management system and used to calculate a CARD score, which indicates a general level of risk of dropping out. All entering freshmen with qualifying CARD scores receive opportunities for additional support through the Office of Retention Services. This office also monitors candidate progression, provides tutoring, administers the EDGE program, provides opportunities for Education candidates to serve as tutors, and provides the Praxis I tutorial program. In addition, the Office of Student Retention has access to what is essentially a ticket system to share student needs, ensure appropriate interventions occur, and provide evidence of institutional support. The Office of Retention Services provides a great deal of support to the Teacher Preparation program and should be commended.

Candidates have the ability to lodge formal complaints as clearly outlined on the Thomas College website, or they may accesses the Unit Head's *open door* policy. The Unit Head of the Teacher Preparation program was observed to be highly accessible.

Clear evidence was provided demonstrating that the Thomas College Education Faculty has aligned their courses to the Maine Teacher Standards, and a review of Education course syllabi verify that many course objectives are directly related to the indicated standard. This curricular mapping is a commendable first step.

The Thomas College Education Faculty members are encouraged to continue in this process and develop an assessment system that will allow for an in-depth understanding of candidate progression towards, and acquisition of, competency in the Maine Common Core Teaching Standards. Analysis of this progression could provide the foundation for student intervention and guide programmatic revision. In addition, it had been previously recommended that Thomas College review the assessment of the Candidate portfolio (2009 site visit). This portfolio activity is intended to serve as a summative assessment of the Maine Common Core Teaching Standards. The detailed rubric currently used to evaluate the summative portfolios appears to provide scores on the portfolio as an overall product, but seems limited in its functionality in regards to measuring progressions within each of the Maine Common Core Teaching Standards, and would not likely provide data that will demonstrate the range of achievement needed for programmatic assessment in this area. (The Early Childhood Portfolio rubric has an additional section for the National Association for the Education of the Young Child Standards). The Thomas College Student Teacher Mid-Term and Final Evaluation form does allow for this type of data collection and analysis.

Commendations:

1. The Office of Student Retention provides exceptional service to the Teacher Preparation program, specifically in assisting in data management, candidate support, and the offering the in-depth Praxis I preparation course.

2. Financial support for all first year candidates, regardless of individual financial need, to ensure that each has access to ETS resources in preparation for the Praxis I. This

assessment acts as a gateway opportunity for the candidates, and the institutional support leading up to this assessment is remarkable.

3. The data management system that was developed at Thomas College is remarkable, and offers easy access to a wide range of data to be used for candidate and programmatic assessment.

<u>Recommendation</u>:

Education Program faculty are encouraged to continue to develop and implement a comprehensive assessment system that will demonstrate candidate progression towards, and acquisition of, each of the Maine Common Core Teaching Standards throughout the program.

<u>This Standard is Met</u>

UNIT STANDARD THREE: Field Experiences and Clinical Practice

> *The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge and skills necessary to help all students learn.*

Findings:

The Education Program at Thomas prepares students for careers in Early Childhood (B-5), Early Elementary Teaching (K-3), Elementary (K-8), and Secondary Education (English/ Language Arts or Social Studies). The education program at Thomas College reports in their self study that a key component of the education curriculum is the integration of experiential learning opportunities that enable students to apply theory to practice. This includes both early practicums at the first-and-third-year levels, as well as, the capstone course in student teaching. The self-study also reports that these experiences are assessed and that candidates have the opportunity to observe research, assess, reflect and work one on one with students.

The review team conducted observations in area schools, interviews with current candidates and alumni, as well as, interviews with area principals and host teachers which served to affirm these claims. The teachers and principals interviewed, except for one SKYPE visit with a candidate at Gould Academy, were all part of the partner school relationships built by the Thomas College Education Program. It was clear that the faculty and partner school relationships were well established and that they were working together for the effective placement of students. All mentor teachers interviewed reported that Thomas College candidates are pedagogically knowledgeable of a standards-based curriculum and that they practiced a reflective nature in their practicum and student teaching. This reflective stance was also voiced by the four alumni that were interviewed. While the sample size of students (n=5) and mentor teachers (n=4) was relatively small, the input they provided was very similar.

Specifically, the review team established that the education program at Thomas College requires early and continually field experiences for their students as part of their core education

curriculum in all areas. The programs require 30 hours of observations in the freshman year and one day a week during their advanced placement in the junior year. Several students reported in interviews, that they leveraged their experience into a 100 hour internship in the partner school where they we completing observations. The faculty reported that this is a choice students have and in which many students have participated in, but that all students complete the 30 hours.
The advanced field experience takes place in the fall of their junior year and is open to students who have earned a 2.5 GPA, passed the Praxis I exams and have completed their fingerprinting and background check. This serves as a benchmark in a student's program in becoming a teacher through Thomas College. A review of documents provided by the Thomas College Education program outlines the assessment tools and guidelines provided to students for these experiences. Students were aware of the assessments and the requirements of the field practicum and their responsibilities in working with partner schools. Candidates receive feedback on their knowledge and application of these guidelines and standards during their formal observations and feedback conferences during Advanced Field placement. At the end of the student teaching placement candidates submit their final versions of the portfolio for review at an event sponsored by the Education Program. This event is also attended by mentor teachers and serves as a thank you to the mentor teachers.

Further, the team found that both principals and mentor teachers report that Thomas College Candidates are well versed in theory and easily transition this theory to the classroom. This is an area of teacher preparation in which Thomas College faculty should receive a commendation.

Commendation:

The review team applauds the Thomas College faculty efforts in helping their teacher candidates translate the theories of teacher education into active classroom pedagogy.

This Standard is Met.

Unit Standard Four: Diversity

> *The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in PK-12 schools.*

Findings:

The Thomas College Diversity Statement adopted in 2011 states:

> *Thomas College is committed to promoting a diverse community in an atmosphere of mutual respect. We recognize and appreciate diversity in relation to race, color, national origin, religion, gender, sexual orientation, gender identity and expression, veteran status, age, socioeconomic status, and disability. Prominent*

among the values that define the Thomas College community is civility, which includes mutual respect, fairness, and appreciation of differences. All members of the College are called upon to promote and value this ethic of common respect and civility.

There is a Thomas College Diversity Committee on which an Education Program faculty member serves. Documents and interviews revealed that the Committee actively strives to raise candidate awareness and understanding of issues of diversity. The Education Program has created and implemented its own diversity goals. These Education Program Diversity Goals are as follows:

Goal 1: Foster an educational environment that respects differences and encourages inclusiveness.

Goal 2: Increase the recruitment, retention, and representation of people of color, ethnic minorities, women, people with disabilities, and other underrepresented students, faculty, administrators, and staff.

Goal 3: Develop and implement a comprehensive system of education and training focused on effectively managing and leveraging diversity for students, faculty, and staff.

Goal 4: Build and strengthen partnerships with diverse communities, businesses, and civic and community organizations to support diversity and multiculturalism in the education program and in external communities.

Goal 5: Develop and execute a comprehensive Diversity Plan.

The creation of the Education Program diversity goals represents a major action since the last program review. The review examined progress on the Standard Four recommendations from the 2009 visit and looked for evidence of the Thomas College Diversity Statement, Education Program Diversity Goals, and the of Maine Common Core Teaching Standard #2 upon the program.

In general, Thomas College candidates study at least three dimensions of diversity in their programs: race/ethnicity, economic security, and ability/disability. Two sets of course syllabi were reviewed. One set was for courses required for all education candidates; the other set was for courses that are dedicated to particular certification pathways or are electives. The syllabi of courses required of all education students show uneven reference to the both the College Diversity Statement and the Education Program Diversity Goals. All candidates do have the opportunity to take a course from the faculty member with the greatest expertise on diversity who teaches social studies methods in the early childhood, elementary education, and secondary education pathways. ED 322: Teaching Students with Exceptional Needs in the Regular Classroom, provides three credits dedicated to students with diverse abilities. Among the courses required in a single program or as electives, there are multiple options, including courses titled Family, Culture, and Community, and Experiencing Diversity.

Through classroom observations it was demonstrated that diversity in many dimensions is addressed with candidates. While in an interview with the chair of the Thomas College Diversity

Committee it was learned that the institution does not currently have a diversity plan, the Education Program, following up on a team recommendation made during the 2009 on-site visit, does have a diversity plan which includes specific diversity goals. This plan was outlined in the Education Program's Self-Study Report and is referenced in this Report of Findings. Education Program faculty should continue working with the Education Program Diversity Goals to develop a plan that includes action steps, deadlines, data collection and analysis.

Another aspect of teacher preparation is direct experience with students of diverse abilities and backgrounds. Faculty made explicit mention of how the content of ED 322 Teaching Students with Exceptional Needs is applied in field experiences working with students receiving special education services. All education candidates visit a school in a town that is a primary destination for people who are immigrants and refugees. This site visit is of particular importance given that the fact that the student bodies of partner schools are predominately white. The majority of schools are under three percent enrollment of students who are non-white. As regards other categories of diverse two of the placement schools have populations with over 25 percent of the students being socio-economically disadvantaged. Community and school visits confirmed that the Education Program seeks out experiences in local schools focused on preparing teacher candidates to work with students from economically disadvantaged backgrounds.

Standard Four includes working with diverse higher education and partner school faculty as well as candidates with diverse backgrounds. In terms of the racial and ethnic dimensions of diversity the percentage of the Thomas College student body who identify as racially or ethnically diverse has increased from 12 percent to 27 percent over the past five years. The percentage of candidates in the Education program who identify as racially or ethnically diverse has increased from 8 to 25 percent over the same period. The Education Program has four faculty members, one of whom is an African American

The final phase of the Standard Four review included an examination of the candidate assessment process for the Education Program Diversity Goals and the Maine Common Core Teaching Standard #2. The unit's assessment system would be significantly enhanced with a capacity to create a record of candidate understanding of the Education Program Diversity Goals as well as the Maine Common Core Teaching Standard #2; a record which is created and reviewed using criteria for evaluation of the task. An examination of syllabi for pre-student teaching courses that addressed diversity revealed the existence of some assignments that relate to the Education Program Diversity Goals and the Maine Common Core Teaching Standard #2. Student interviews confirmed knowledge and understanding of teaching students of diverse abilities and backgrounds. However the extent of attention to diversity varies when looking at products in the courses that would be considered assessments. Student teaching is the culminating professional experience for teacher education candidates. Faculty confirmed that the summative program assessment is a portfolio of student self-selected artifacts prepared during or after student teaching. A review of candidate portfolios and the artifacts selected by candidates did provide evidence of attention to diversity. However, Maine's Common Core Teaching Standard #2 states:

"The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential."

The reading of portfolios revealed a scarcity of artifacts that demonstrate alignment with Standard #2 as applied with the candidate's direct teaching experience. It is clear that the Education Program Diversity Goals were created to provide explicit attention to diversity by education candidates as an enhancement to the Maine's Common Core Teaching Standards, particularly Standard #2. It is apparent that since the last program review faculty have focused on improving their candidates' attention to diversity as evidenced by documents and comments in interviews. Program faculty members are encouraged to continue working on alignment of their assessment system with the Education Program Diversity Goals and the Maine Common Core Teaching Standard #2.

This Standard is Met.

UNIT STANDARD FIVE: Faculty Qualifications, Performance, and Professional Development

> *Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.*

Findings:

The education faculty cohort at Thomas College is composed of four full-time members all holding doctorates, six adjuncts who hold masters degrees and two adjuncts who hold bachelors degrees. This unit utilizes the full-time faculty for its core classes, it utilizes its adjuncts for electives and additional course loads. Review of faculty members resumes show that in addition to their education credentials, they also possess a substantial amount of expertise in their field through scholarly study, community outreach and academic outreach on the P-12 levels. The Team is satisfied that this unit meets all of the qualifications to prepare teachers for the P-12 classroom.

Candidates from Thomas are provided multiple resources for professional development. Candidates are given the opportunities for individual and group engagement in local schools as well as access to community resources that maintain and promote success in the classroom. Candidates also are given formative and summative evaluations throughout their in-class practicum. Classroom interactions between the Candidates and students allows for valuable experience for both parties involved. These are great resources for the Faculty and Candidates and it appears that they make full use of them.

The education faculty at Thomas College engages in many small, informal group sessions that allow for a more organic growth of ideas and collaboration. Noting the smaller size of the unit one of the faculty members described their group as "nimble" giving them a greater ability

to discuss any unit issues quickly and efficiently. While the flexibility of these meetings can add a layer of efficiency the lack of documentation makes it difficult to verify the effectiveness. In addition to the unit maintaining a tight-knit community they also are represented in the College's Faculty Professional Development Committee.

Through the course curriculum the faculty highlight the differing forms of diversity that candidates may encounter in their classrooms, including but not limited to cultural, racial, socio-economic, language, gender and developmental. The faculty members also utilize the curriculum to emphasize the constructivist approach to learning, reflection and hands-on learning. These strategies were reiterated by current and former candidates. The education faculty showed multiple examples in their courses and syllabi which reflected their work towards providing a cohesive learning environment that implemented these strategies.

The hiring process for the faculty at Thomas College has two employment phases as presented in the *Employee Handbook*. The first phase consists of three one year contracts that are presented to the incoming faculty. Each year there are formative and summative evaluations that consist of personal student, and administrative assessments. After the third successful year, the faculty members are then given a four year contract, which continues to provide annual formative and summative assessments given the above criteria. At the end of the fourth year they are given a new set of guidelines and professional development goals that can increase their faculty rank within the College. These goals consist of teaching effectiveness, contribution to the College mission, contribution to the College committees and activities, professional growth and development and the annual performance reviews. In addition, faculty members are required to do a self-evaluation covering Teaching effectiveness, Professional Activity and Support of the College Mission. Taken as a whole these assessments provide for a robust assessment of the faculty's willingness to develop the necessary skill set within the Candidates.

The faculty and candidates pointed out that the Unit Head has been more than willing to allocate funds towards professional development for themselves as well as for the candidates, citing membership dues paid for, travel to and from conferences and access to relevant media. The willingness by the Unit Head allows for both faculty and candidates to increase not only their expertise within the field but also to become engaging and active members of their community.

Finally, the education faculty and administration are aware of the important role that their candidates will have in shaping the futures of their students. They are also aware that a major portion of the candidates within the program will join the workforce locally. Because of these factors they appear to take special interest in providing the necessary tools for their candidates to be successful both at Thomas College and in their post college careers.

Commendations:

1. The faculty and candidates have an acute awareness and acceptance of the importance of their roles at Thomas College and the surrounding Community.

2. Candidates are given exceptional access to growth opportunities at Thomas College and the surrounding Community.

Recommendation:

As this unit continues to grow, it will become increasingly important to document unit policies and procedures; student issues; curricular developments; and professional development opportunities. This will lead to a more transparent and cohesive strategy benefiting both the unit and its candidates.

This Standard is Met.

UNIT STANDARD SIX: Unit Governance and Resources

> *The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

The review team found that the Education Program at Thomas College has the leadership and the authority to plan, deliver and operate their education programs in Early Childhood, Elementary Education, and Secondary education. It is apparent that the unit has adequate budget, personnel and resources to meet the goals and objectives associated with the delivery of these programs. Through the documents provided by the Education Program and the interviews conducted with the faculty, provost, and campus administrators it was demonstrated that the program faculty, working within the Thomas College administrative structure, has the authority and resources for carrying out their mission.

The Education programs are housed in the Department of Arts and Sciences, but the job of program reviews, building of new courses, oversight of the curriculum and the setting of standards for the pathways in the Education program, are clearly the responsibility of the four full-time education faculty members. In interviews with a group of faculty from the Arts and Sciences, it became clear that they take pride in working with the education faculty to ensure that the content preparation of teacher candidates is appropriate and that the candidates of Thomas College's education programs are well prepared.

The classrooms that were visited were relatively new, had the appropriate pedalological technology and they were well suited for classroom instruction. Along with the classroom technology, the Education programs have access to an IPad cart that can be used in their educational technology course. The library at Thomas College is newly housed in the Alfond Academic Center and has a reduced, focused, collection of resources that has improved the circulation of its print collection. The candidates also have access to the electronic collection made available in the digital libraries of URSUS and Minerva, as well as, access to the print materials available at the Waterville Public Library and the libraries of Colby and Unity Colleges. Candidates reported in their interviews that they had no trouble in finding and using the resources made available through the library and that the library staff was very helpful.

Thomas College is just finishing up a very successful capital campaign and has used those resources to augment the infrastructure of the campus. It was obvious from the first student met to the last student interviewed that there is great pride in the student body regarding the campus and its personnel.

The print and digital materials made avaible for the review team clearly show that Thomas College makes avaible appropriate information and resources to the candidates in the education programs. The College's website provides the necessary information for students to navigate through the resources available, such as campus life, career services and financial aid.

This Standard is Met

IV.   RECOMMENDATION TO STATE BOARD OF EDUCATION

The Thomas College Review Team recommends:

> **That the State Board of Education grant full five-year renewal of state program approval to the following Thomas Colleges educator preparation programs: Elementary Education (K-8); Early Childhood Education (B-5 and K-3); and Secondary Education (7-12 in English Language Arts and Social Studies).**
>
> **The period of such approval would be from fall 2014 to fall 2019.**

Thomas College Education Program Review – October 5 – 8, 2014

Interviewees and Field Visits

Faculty

John Majewski	Chair, Arts & Sciences Department
Dr. Pamela Thompson	Associate Professor of Early Childhood Education
Dr. Richard Biffle	Professor of Education
Dr. Wally Alexander	Professor of Education
Dr. Phil McPhee-Brown	Professor of Education
Ellen McQuiston	Associate Professor of English
Joe Scozzafava	Associate Professor of Science
Cindy Lepley	Associate Professor of Psychology
Dale Dickson	Assistant Professor of Psychology
Doug Lepley	Professor of English

Administration and Staff

Laurie Lachance	President
Tom Edwards	Provost
Jim Libby	Academic Dean
Chris Rhoda	Vice President for Information Services
Lisa Auriemma	Director of Library Services
Lindsey Nelson	Associate Registrar
Debbie Cunningham	Dean of Retention Services
Lisa Desautels-Poliquin	Vice President for Student Affairs
Chair, Diversity Committee	

Alumni and Cooperating Teachers

Mary Matson	George Mitchell Elementary School, Alumna and Cooperating Teacher
Crystal Morin	Lincoln Elementary School, Teacher and Alumna
Corey Munsey	Lisbon Elementary School, Assistant Principal and Alumni
Jason Cyr	Waterville Junior High School, Alumni and Cooperating Teacher

Education Candidates

Stephanie Heald	Education Candidate
President, Education Club	
Courtney Clark	Education Candidate
Savanna Kandiko	Education Candidate

Lisa Arzola	Education Candidate
Ally New	Education Candidate
Korrie Laren	Education Candidate
Colleen McCormack	Education Candidate
Tammie Cowette	Education Candidate
Ericka Turlo	Education Candidate

Sources of Evidence Examined by the Review Team

General Exhibits

Thomas College 2014-2015 Catalog
Education Handbook 2014
Employee Handbook
Faculty Handbook
Thomas College Core Competencies
Fall 2014 Undergraduate Day Course Listing
Faculty Senate Committees
Education Committee Notes 2011-2014
Folder: Admissions Materials
     Admissions Application
     Admissions Final Viewbook
     Admissions Financial Aid Brochure
     Admissions Search Piece
     Fast Facts
     Guarantee Job Placement

Folder: Academic Affairs Committee Minutes 2011-2012
     2011 Academic Affairs Minutes - December, 28
     2011 Academic Affairs Minutes - November, 22
     2011 Academic Affairs Minutes - October, 20
     2011 Academic Affairs Minutes - September, 22
     2012 Academic Affairs Minutes - April, 11
     2012 Academic Affairs Minutes - February, 8- Updates - **Five Year Programs**
     2012 Academic Affairs Minutes - February, 8
     2012 Academic Affairs Minutes - March, 19
     2012 Academic Affairs Minutes - May, 16

Folder: Academic Affairs Committee Minutes 2012-2013
     2012 Academic Affairs Minutes - April, 11
     2012 Academic Affairs Minutes - December, 5
     2012 Academic Affairs Minutes - December, 28
     2012 Academic Affairs Minutes - November, 7
     2012 Academic Affairs Minutes - October, 10
     2012 Academic Affairs Minutes September, 12

2013 Academic Affairs Minutes April, 8 - CJ Program **Sheet Career Paths**
proposed
      2013 Academic Affairs Minutes - April, 15
      2013 Academic Affairs Minutes - February, 6
      2013 Academic Affairs Minutes - February, 6 -Appendix **PM 3-part UG GR**

Proposed
      2013 Academic Affairs Minutes - January, 1
      2013 Academic Affairs Minutes - May, 15 – **SecurityMajorV2 1**
      2013 Academic Affairs Minutes - May, 15

Folder: Academic Affairs Committee Minutes 2013-2014
      2013 Academic Affairs Minutes - December, 27
      2013 Academic Affairs Minutes - November, 22
      2013 Academic Affairs Minutes - October, 9
      2013 Academic Affairs Minutes - September. 9
      2014 Academic Affairs Minutes - April, 16
      2014 Academic Affairs Minutes - March, 05
      2014 Academic Affairs Minutes - March, 18

Folder: Arts and Sciences Department Minutes
      2012 Arts and Sciences Meeting Minutes - April
      2012 Arts and Sciences Meeting Minutes - August
      2012 Arts and Sciences Meeting Minutes - March
      2012 Arts and Sciences Meeting Minutes - October
      2012 Arts and Sciences Meeting Minutes - September
      2013 Arts and Sciences Meeting Minutes - April
      2013 Arts and Sciences Meeting Minutes - August
      2013 Arts and Sciences Meeting Minutes - March
      2013 Arts and Sciences Meeting Minutes - November
      2013 Arts and Sciences Meeting Minutes - October
      2013 Arts and Sciences Meeting Minutes - September
      2014 Arts and Sciences Meeting Minutes - April
      2014 Arts and Sciences Meeting Minutes - February
      2014 Arts and Sciences Meeting Minutes - January
      2014 Arts and Sciences Meeting Minutes - March

Folder: Faculty Senate Minutes 2011-2012
      Faculty Senate Minutes - April, 2012
      Faculty Senate Minutes - February, 2012
      Faculty Senate Minutes - January, 2012
      Faculty Senate Minutes - March, 2012
      Faculty Senate Minutes - November, 2011
      Faculty Senate Minutes - October, 2011
      Faculty Senate Minutes - September, 2011

Folder: Faculty Senate Minutes 2012-2013
   Faculty Senate Agenda - April 17, 2013
   Faculty Senate Agenda - March 20, 2013
   Faculty Senate Minutes - February 13, 2013
   Faculty Senate Minutes - January 16, 2013
   Faculty Senate Minutes - November 14, 2012
   Faculty Senate Minutes - October 17, 2012
   Faculty Senate Minutes - September 19, 2012

Folder: Faculty Senate Minutes 2013-2014
   Faculty Senate Agenda - March, 2014
   Faculty Senate Minutes - December, 2013
   Faculty Senate Minutes - February, 2014
   Faculty Senate Minutes - January, 2014
   Faculty Senate Minutes - October, 2013
   Faculty Senate Minutes - September, 2013

Folder: Education Course Syllabi 2011-2012
   Fall 2011 Syllabus ED315 - LaBreck
   Spring 2012 Syllabus ED316 - Alexander
   Spring 2012 Syllabus ED317 - Alexander
   Spring 2012 Syllabus ED320 - Thompson
   Spring 2012 Syllabus ED324 Schedule - Thompson
   Spring 2012 Syllabus ED324 - Thompson
   Spring 2012 Syllabus ED345 - Thompson
   Spring 2012 SyllabusED-4-6-9-12 - McPhee-Brown

Folder: Education Course Syllabi 2012-2013
   Fall 2012 Syllabus ED-4-6-9-12 - McPhee-Brown
   Fall 2012 Syllabus ED334 - LaBreck
   Spring 2013 Syllabus ED316 - Alexander
   Spring 2013 Syllabus ED317 - Alexander
   Spring 2013 Syllabus ED320 - Thompson
   Spring 2013 Syllabus ED445 - McPhee-Brown
   Spring 2013 Syllabus ED448 - McPhee-Brown

Folder: Education Course Syllabi 2013-2014
   Fall 2013 Syllabus ED4-3 - McPhee-Brown
   Fall 2013 Syllabus ED110 - Sirois DE
   Fall 2013 Syllabus ED122 - Alexander
   Fall 2013 Syllabus ED125 - Biffle
   Fall 2013 Syllabus ED128 - McPhee-Brown
   Fall 2013 Syllabus ED232 - Alexander
   Fall 2013 Syllabus ED232 - Thompson
   Fall 2013 Syllabus ED296 SY296 - Papneja
   Fall 2013 Syllabus ED310 - Biffle

Fall 2013 Syllabus ED315 - LaBreck
Fall 2013 Syllabus ED322 - McQuiston
Fall 2013 Syllabus ED325 - Alexander
Fall 2013 Syllabus ED326 - Biffle
Fall 2013 Syllabus ED334 - LaBreck DIR
Fall 2013 Syllabus ED338 - Thompson DIR
Fall 2013 Syllabus ED338 - McPhee-Brown
Fall 2013 Syllabus ED338 - Thompson
Fall 2013 Syllabus ED341 - Thompson
Fall 2013 Syllabus ED346 - Thompson
Fall 2013 Syllabus ED349 - Papneja-Thompson
Fall 2013 Syllabus ED445 - McPhee-Brown
Fall 2013 Syllabus ED448 - McPhee-Brown
Spring 2014 Syllabus ED412 - McPhee-Brown
Spring 2014 Syllabus ED122 - Alexander-DIR
Spring 2014 Syllabus ED124 - Alexander DIR
Spring 2014 Syllabus ED124 - Alexander
Spring 2014 Syllabus ED129 - McPhee
Spring 2014 Syllabus ED215 - LaBreck
Spring 2014 Syllabus ED245 - Small
Spring 2014 Syllabus ED299 PY299 - Biffle
Spring 2014 Syllabus ED312 - Alexander DIR
Spring 2014 Syllabus ED316-ED317 - Alexander
Spring 2014 Syllabus ED320 - Thompson and Papneja
Spring 2014 Syllabus ED336 - Biffle
Spring 2014 Syllabus ED348 - Thompson
Spring 2014 Syllabus ED445 - McPhee
Spring 2014 Syllabus ED447 -ED448 - Thompson
Spring 2014 Syllabus ED448 Sr.Seminar - McPhee

Folder: Education Course Syllabi Fall 2014
Fall 2014 Syllabus CS115 - McPhee-Brown
Fall 2014 Syllabus ED4 internship - McPhee-Brown
Fall 2014 Syllabus ED122 - Alexander
Fall 2014 Syllabus ED128 - McPhee-Brown
Fall 2014 Syllabus ED232 - Thompson and Alexander
Fall 2014 Syllabus ED315 - LaBreck
Fall 2014 Syllabus ED322 - McQuiston
Fall 2014 Syllabus ED325 - Alexander
Fall 2014 Syllabus ED326 - Biffle
Fall 2014 Syllabus ED338 - McPhee-Brown
Fall 2014 Syllabus ED338 - Thompson
Fall 2014 Syllabus ED347 - Thompson
Fall 2014 Syllabus ED445 - McPhee-Brown
Fall 2014 Syllabus ED446 - McPhee-Brown
Fall 2014 Syllabus ED448 - McPhee-Brown

Fall 2014 Syllabus ED551 - Alexander
Fall 2014 Syllabus HN110 - Biffle
Fall 2014 Syllabus SC299 - Biffle
Fall 2014 Syllabus SY-ED125 - Biffle

Folder: Program Template
Early Childhood Ed. (K-3) (B-5)
Early Childhood Ed. (K-3)
Early Childhood Education (B-5)
Elementary Education
Secondary ED English
Secondary ED Social Studies

Unit Standard I: Candidate Proficiencies

Action Plan for Areas for Refinement
Essentials of Teaching
ECE Portfolio Assessment Rubric
Formal Observation
Informal Observation Check List
Informal Observation Form
Mid-term and Final Evaluation for Intern
Mid-term and Final Evaluation for Student Teachers
Portfolio Assessments Rubric
Reflection Journal Rubric
Self and Teacher Assessment for Junior Field
Standards Template for Portfolio Artifacts
Successes and Strategies to Consider Rubric
Weekly Observation and Conference Form

Unit Standard II: Assessment System and Unit Evaluation

Education Students on Honors
Graduation Rates
High School GPA
Retention and Graduation Reports
Retention Matrix
Sample GPA Report for Education Students
Sample Letters from Registrar RE - Students Status
Title II Report 4-16-2012
Title II Report 4-25-2014
Title II Report 4-30-2013
Folder: Praxis Prep Sample Materials
Praxis I Details Overview
Praxis I Details Test Center Procedures
Preparation for Praxis Syllabus - Alexander

Pre-Professional Skills Test - Mathematics
Pre-Professional Skills Test - Reading
Pre-Professional Skills Test - Writing
Strategies for Taking the Mathematics Test
Strategies for Taking the Reading Test
Strategies for Taking the Writing Test

Folder: Program Template
Early Childhood Ed. (K-3) (B-5)
Early Childhood Ed. (K-3)
Early Childhood Education (B-5)
Elementary Education
Secondary ED English
Secondary ED Social Studies

Unit Standard III: Field Experience and Clinical Practice

Advanced Field Placement Form Letter
Advanced Field Statement
Community - School Assessment Assignment
Cooperating Teacher Data
Internship Application
List of Cooperating Schools
Professional Development Plan
Responsibilities of Intern
Student Teacher and Internship Form Letter
Student Teacher Responsibilities
Student Teaching Placements
Thomas College Early Childhood Education Senior Intern Evaluation Form
Thomas College Eligibility Form
Thomas College Student Privacy Statement and Field Student Confidentiality Agreement

Unit Standard IV: Diversity

Celebrating Children's Literature Conference Workshop 14
Diversity Charts
Diversity Focus Group Flyer
Diversity Resource Magnet
Diversity Standard
Diversity Survey Results
Enrollment Charts
List of Cooperating Schools
School Diversity Profiles
Solidarity Conference Outline
Solidarity Conference Poster
Student Teaching Placements

Thomas College Diversity Statement-Final 5-2011
Waterville Inclusive Community Project Handout
Folder: Committee Minutes
        2011 Diversity Committee Meeting Minutes - November 8
        2012 Diversity Committee Meeting Minutes - April 17
        2012 Diversity Committee Meeting Minutes - December 7
        2012 Diversity Committee Meeting Minutes - March 6
        2012 Diversity Committee Meeting Minutes - March 20
        2012 Diversity Committee Meeting Minutes - November 2
        2013 Diversity Committee Meeting Minutes - December 3
        2013 Diversity Committee Meeting Minutes - March 5
        2013 Diversity Committee Meeting Minutes - March 19
        2013 Diversity Committee Meeting Minutes - November 6
        2013 Diversity Committee Meeting Minutes - October 23
        2013 Diversity Committee Meeting Minutes - September 24
        2014 Diversity Committee Meeting Minutes - February 11
        2014 Diversity Committee Meeting Minutes - January 1
        2014 Diversity Committee Meeting Minutes - January 14
        2014 Diversity Committee Meeting Minutes - March 25

Folder: Poverty Conference
        Poverty in Maine Conference Program 2013
        Thomas College - Poverty in Maine Conference Flyer

Unit Standard V: Faculty Qualifications, Performance and Development

Folder: Education Faculty Resumes
        Alexander, Wally - Resume
        Biffle III, Richard - Resume
        Fielding, Brian - Resume
        LaBreck, Gayla - Resume
        McPhee-Brown, - Philomena Resume
        McQuiston, Ellen - Resume
        Papnega, Deepika - Resume
        Reardon, Kirby - Resume
        Richter, Laura - Resume
        Small, Dorothy - Resume
        Thompson, Pamela - Resume
        Tonge, Elizabeth - Resume

American Association for Teaching and Curriculum - Annual Reference
American Association for Teaching and Curriculum - Welcome
Class 1944K - The Journey of a Lifetime - Outline
Column Written by McPhee-Brown and Papneja
Dr. Biffle - Research Statement
Ellen McQuiston - Bio 2014

MAMLE Conference Organized by Wally Alexander
Muted Muses Presentation
Professional Development Education Faculty 2009-2014
Publisher Agreement - Dr. Biffle and Dr. Thompson
Selected Thomas College Articles and Celebrations
Professor McPhee-Brown - Licenses, Professional Development, Articles, Study Guides

Unit Standard VI: Unit Governance and Resources

ECAR Study of Faculty and Technology, 2014
ECAR Study of Students and Technology, 2014
IT and Library Use Survey - Staff
IT Replacement Schedule
IT Services Department Plan
IT Services Strategic Plan
IT Services Strategic Plan - Costs
Library Equipment & Furnishings Replacement Schedule
Library Services Department Plan 2014 -2015
Library Strategic Plan
Organizational Chart
SAILS Report
Vision for Academic Technology